Difference between **availability** and **accessibility** of memory. **Main reason we forget** things in LTM store is because **material isn’t accessible even though it is available**. Due to a lack of ‘triggers’ or cues.- RETRIEVAL FAILURE

Tulving- reviewed research into retrieval failure and found a pattern. **Called encoding specificity principle**. If a cue is to help us retrieve info then it is has to be present at encoding (learning material) and at retrieval (remembering). If cues are present this may lead to forgetting. Some cues like a trigger word lead you to remember material to do with it (meaningful).

**OTHER CUES ARE ENCODED AT TIME OF LEARNING BUT NOT IN A MEANINGFUL WAY- CONTEXT DEPENDANT FORGETTING & STATE DEPENDANT FORGETTING.**

**Context- dependant Forgetting:** Godden and Baddeley 1975- study of deep sea diving and remembering instructions

**Procedure:** Divers had to learn a list of words underwater or on land.
Condition 1- learn on land, recall on land
Condition 2- learn on land, recall underwater
Condition 3- learn underwater, recall on land
Condition 4- learn underwater, recall underwater

**Findings:** Conditions where environmental settings didn’t match has 40% worse recall than conditions where environmental settings matched. External cues that were available when words were learnt were different from those at recall which leads to retrieval failure.

**State-dependant Forgetting:** Carter and Cassaday 1998

**Procedure:** Gave anti-histamine tablets to participants (made them slightly drowsy), creates an internal psychological state from a ‘normal’ state of being alert. Ps than had to learn a list of words and passages of rose and recall them
Condition1- learn on drug, recall on drug
Condition 2- learn on drug, recall off drug
Condition 3- learn off drug, recall off drug
Condition 4- learn off drug, recall on drug

**Findings:** Conditions with different internal state had worse performance. Cues were different so there was more forgetting.
Supporting Evidence

Range of research supports retrieval failure, e.g. Baddeley & Godden and Cassaday & Carter. Eysenck argues that retrieval failure is the main reason for forgetting from LTM. This is a strength as supporting evidence increases validity of this explanation, also as it occurs in real life situations as well as in controlled lab studies.

Questioning Context Effects

Baddeley argues that context effects aren’t very strong, even more so in real life. Contexts have to be very different before effects can be seen e.g. it’s hard to find an environment as different as land and water. Learning something in one room and then remembering in another is unlikely to see effects of retrieval failure as environments aren’t different enough. This is a limitation because the real life applications of retrieval failure and cues don’t explain lots of forgetting.

Recall VS Recognition

Context effect may be related to the type of memory being tested. Godden and Baddeley replicated their underwater study and used a recognitions test instead of recall, s had to say if they recognised the words read too them off the list. There was NO context dependant effect; performance was the same in all conditions. This is a limitation of context effects; cues only affect memory when tested in a certain way.